NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND CITY PUBLIC SCHOOLS	School: EDWARD R. JOHNSTONE ELEMENTARY SCHOOL
Chief School Administrator: DR. MARY GRUCCIO	Address: 165 S. Brewster Road, Vineland NJ 08361
Chief School Administrator's E-mail: mgruccio@vineland.org	Grade Levels: K – 5TH
Title I Contact: DR. JOANNE NEGRIN	Principal: DR. LOUISE KARWOWSKI
Title I Contact E-mail: JNEGRIN@VINELAND.ORG	Principal's E-mail: LKARWOWSKI@VINELAND.ORG
Title I Contact Phone Number: 856-794-6700 EXT 2030	Principal's Phone Number: 856-794-6700 EXT 3575

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems.   I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dr. Louise Karwowski_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held <u>7</u> (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ <u>4,698,764.53</u>, which comprised <u>97.95</u>% of the school's budget in 2014-2015.

- State/local funds to support the school will be $<u>4,533,070.00</u>, which will comprise <u>96.90</u>% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Family Literacy/Math Nights	#1-2	Basic Skills Math Guided Reading Technology		$2,000.00
Substitutes for Literacy Initiative and Professional Development	#1-2	CLI/Café		$4,700.00
100 Book Challenge Program	#1-2	In center independent reading		$5,000.00
Read 180 Basic Skills	#1-3	Basic Skills Intervention		$2,500.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Louise Karwowski	Principal	X	X	X	
Cheryl Cline	ESL Teacher	X		X	
Dawn Rado	Basic Skills Teacher	X	X	X	
Melissa Capelli	Bilingual Teacher	X	X	X	
Melissa Morgan	Second Grade Teacher	X	X	X	
Gianna Porretta	Special Ed. Teacher	X	X	X	
Tina Meyers	Parent	X			

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
11/13/14	Johnstone School	Comprehensive Needs Assessment		X	X	
2/18/15	Johnstone School	Schoolwide Plan Development		X	X	
5/1/15	Johnstone School	Program Evaluation		X	X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	In order to achieve our vision, the Johnstone School community commits to creating an environment that promotes an intrinsic desire for intellectual and personal growth. Johnstone School's mission is to improve individual student and school-wide academic performance through a collaboration that involves all stakeholders. In daily activities, advocacy for all will be emphasized as the community strives to promote: (1) cognitive development through instruction that is academically rigorous, differentiated, research based, developmentally appropriate and standards driven; and (2) behavioral development through instruction that supports and models strategies for maintaining self control and independent problem solving, encourages intrinsic motivation, and is based on logical consequences; and (3) social/emotional development through instruction and social interactions which foster character growth, nurture and model appropriate interpersonal relationships, build self-esteem, and strengthen effective coping skills. Through a long term commitment to this mission, Johnstone School will be known as a community in which all partners are invested in maintaining high expectations in instruction and student achievement.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? The program was implemented as planned.
2. What were the strengths of the implementation process? The strength of the plan included teacher input, coaching in the area of literacy, collaborative planning, vertical teaming and updated materials.
3. What implementation challenges and barriers did the school encounter? The challenges we encountered were lack of funds, time for teacher training and scheduling.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strengths of the program consisted of coaching and collaboration. Model lessons provided excellent support for teachers. Vertical teaming provided a border look at curricular expectations to further define grade level instruction. The weakness of the program were due to scheduling and budgetary constraints.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Meetings and collaborative time were used to obtain buy-in from all stake holders.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Surveys showed staff felt the programs were successful for most students.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Surveys showed the community had mixed feelings about the success of their own child.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? The method of delivery included whole group, small group and individual instruction.
9. How did the school structure the interventions? Interventions were delivered through basic skills staff. A combination of push in and pull out model was utilized.
10. How frequently did students receive instructional interventions? Interventions were received 3 -5 days each week with a duration of 20 – 90 minutes.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

11. What technologies did the school use to support the program? The school used SRI, Journeys and Think Central.

12. Did the technology contribute to the success of the program and, if so, how? SRI monitored student achievement and growth in reading. Think Central provided necessary practice for important skills.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	11		BSI Small Group Instruction	High mobility rate class size
Grade 5	12		BSI Small Group Instruction	High mobility rate class size
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	6		BSI Small Group Instruction	High mobility rate class size
Grade 5	8		BSI Small Group Instruction	High mobility rate class size
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	7		Basic Skills Guided Reading	Targeted instruction, technology issues, student performance analysis, student attendance, re-districting of the bilingual classrooms.
Grade 2	13		Basic Skills Guided Reading	
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	2		Basic Skills small group instruction, Everyday Mathematics, targeted instruction	Targeted instruction, technology issues, student performance analysis, student attendance, re-districting of the bilingual classrooms.
Grade 2	8		Basic Skills small group instruction, Everyday Mathematics, targeted instruction	
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Successmaker SRA	No	End of the year assessments, student grades, SRI	Of the 20 students in our BD program in grades 3-5, more than 50% of each class functions below grade level. Instruction is varied providing more intensive intervention and modifications when needed. All classified students will be promoted to the next grade based upon IEP goals. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of the year assessments.
Math	Students with Disabilities	Successmaker Read 180	No	End of the year assessments, student grades,	Of the 20 students in our BD program in grades 3-5, more than 50% of each class functions below grade level. Instruction is varied providing more intensive intervention and modifications when needed. All classified students will be promoted to the next grade based upon IEP goals. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of the year assessments.
ELA	Homeless	differentiation	Yes	End of the year assessments, student grades, SRI	100% of the homeless students scored partly proficient in the 2014 NJ Ask. Many of students made progress toward grade level targets. BSI interventions were used

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					to increase student learning for struggling students. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of the year assessments and reviewing possible retentions.
Math	Homeless	Pinpoint Math, BSI, differentiation, Voyager Math	Yes	End of year assessments, student grades	100% of the homeless students scored partly proficient in the 2014 NJ Ask. Many of students made progress toward grade level targets. BSI interventions were used to increase student learning for struggling students. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of the year assessments and reviewing possible retentions.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	BSI, differentiation	Yes	End of the year assessments, student grades, SRI	20% of the ELLs scored proficient on the 2014 NJ Ask. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of the year assessments and reviewing possible retentions.
Math	ELLs	Pinpoint Math, BSI,	Yes	End of year assessments,	80% of the ELLs scored proficient on the

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		differentiation		student grades	2014 NJ Ask. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of the year assessments and reviewing possible retentions.
ELA	Economically Disadvantaged	PLC, BSI, differentiation	Yes	End of year assessments, student grades	30% of the economically disadvantaged students scored proficient on the 2014 NJ Ask. Many of students made progress toward grade level targets. BSI interventions were used to increase student learning for struggling students. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of the year assessments and reviewing possible retentions.
Math	Economically Disadvantaged	Pinpoint Math, BSI, differentiation	Yes	End of year assessments, student grades	30% of the economically disadvantaged students scored proficient on the 2014 NJ Ask. Many of students made progress toward grade level targets. BSI interventions were used to increase student learning for struggling students. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of the year assessments and reviewing possible retentions.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended Day and Extended Year interventions were not available due to budget constraints.			
Math	Students with Disabilities	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELA	Homeless	Extended Day and Extended Year interventions were not available due to budget constraints.			
Math	Homeless	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Extended Day and Extended Year interventions were			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		not available due to budget constraints.			
Math	ELLs	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELA	Economically Disadvantaged	Extended Day and Extended Year interventions were not available due to budget constraints.			
Math	Economically Disadvantaged	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	10% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
Math	Students with Disabilities	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	10% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
ELA	Homeless	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	15% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
Math	Homeless	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	15% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
Math	ELLs	Strategies for assisting	Yes	Surveys, walk-throughs,	100% of staff demonstrated proficiency in

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		with behavior issues, PARCC Strategies		observation documentation	instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
ELA	Economically Disadvantaged	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	20% of basic skills students exited the BSI Program. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
Math	Economically Disadvantaged	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	20% of basic skills students exited the BSI Program. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Yes	Sign-in sheets and surveys	Survey results indicate 94% of parents who responded indicate that the school schedules family activities in which they like to participate. 98% of respondents indicate communication with parents occurs in an open and respectful manner. Approximately 26% of parents attend family academic night activities. 90% of parents attend parent teacher conferences. 85% of parents attend student annual review meetings.
Math	Students with Disabilities	Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Yes	Sign-in sheets and surveys	Survey results indicate 94% of parents who responded indicate that the school schedules family activities in which they like to participate. 98% of respondents indicate communication with parents occurs in an open and respectful manner. Approximately 26% of parents attend family academic night activities. 90% of parents attend parent teacher conferences. 85% of parents attend student annual review meetings.
ELA	Homeless	Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building	Yes	Sign-in sheets and surveys	Survey results indicate 94% of parents who responded indicate that the school schedules family activities in which they like to participate. 98% of respondents indicate communication with parents occurs in an open and respectful manner.

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Relationships, Technology Night			Approximately 26% of parents attend family academic night activities. 90% of parents attend parent teacher conferences. 85% of parents attend student annual review meetings.
Math	Homeless	Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Yes	Sign-in sheets and surveys	Survey results indicate 94% of parents who responded indicate that the school schedules family activities in which they like to participate. 98% of respondents indicate communication with parents occurs in an open and respectful manner. Approximately 26% of parents attend family academic night activities. 90% of parents attend parent teacher conferences. 85% of parents attend student annual review meetings.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Yes	Sign-in sheets and surveys	Survey results indicate 94% of parents who responded indicate that the school schedules family activities in which they like to participate. 98% of respondents indicate communication with parents occurs in an open and respectful manner. Approximately 26% of parents attend family academic night activities. 90% of parents attend parent teacher conferences. 85% of parents attend student annual

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					review meetings.
Math	ELLs	Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Yes	Sign-in sheets and surveys	Survey results indicate 94% of parents who responded indicate that the school schedules family activities in which they like to participate. 98% of respondents indicate communication with parents occurs in an open and respectful manner. Approximately 26% of parents attend family academic night activities. 90% of parents attend parent teacher conferences. 85% of parents attend student annual review meetings.
ELA	Economically Disadvantaged	Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Yes	Sign-in sheets and surveys	Survey results indicate 94% of parents who responded indicate that the school schedules family activities in which they like to participate. 98% of respondents indicate communication with parents occurs in an open and respectful manner. Approximately 26% of parents attend family academic night activities. 90% of parents attend parent teacher conferences. 85% of parents attend student annual review meetings.
Math	Economically Disadvantaged	Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building	Yes	Sign-in sheets and surveys	Survey results indicate 94% of parents who responded indicate that the school schedules family activities in which they like to participate. 98% of respondents indicate communication with parents occurs in an open and respectful manner.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Relationships, Technology Night			Approximately 26% of parents attend family academic night activities. 90% of parents attend parent teacher conferences. 85% of parents attend student annual review meetings.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Dr. Louise Karwowski_____   _____   _____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK, TerraNova, Running Records, SRI	TerraNova data reveals a median score of 71% BSI data shows 10% of students were exited from reading supplemental instruction. 50% of students show proficiency on the NJASK.
Academic Achievement - Writing	District Benchmark Testing	TerraNova data reveals a median score of 71% BSI data shows 10% of students were exited from reading supplemental instruction. 50% of students show proficiency on the NJASK.
Academic Achievement - Mathematics	NJASK, TerraNova, District Benchmark Testing	TerraNova data reveals a median score of 71% BSI data shows 10% of students were exited from reading supplemental instruction. 50% of students show proficiency on the NJASK.
Family and Community Engagement	Surveys	Survey results indicate 98% of parents responding indicate that the school schedules family activities in which they like to participate. Approximately 26% of parents attend family academic night activities. 90% of parents attend parent teacher conferences.
Professional Development	Surveys, Walk-thoughs	89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
Leadership	Surveys	96% of parents feel staff and administration are committed to maximizing their child's potential for success
School Climate and Culture	Surveys	Surveys indicate 98% parents responding are proud their child attends Johnstone School and 96% feel the learning environment at Johnstone

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		School is excellent. Student surveys indicate 94% of respondents feel they are a part of the school and 96% feel they learn a lot at Johnstone School.
School-Based Youth Services	N/A	
Students with Disabilities	NJASK, TerraNova, Running Records, SRI, District Benchmark Testing	33% of the BD students scored proficient the NJASK in both Reading and Math. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.
Homeless Students	NJASK, TerraNova, Running Records, SRI, District Benchmark Testing, Access	100% of the homeless students scored partially proficient on the NJASK in both Reading and Math.
Migrant Students	N/A	
English Language Learners	NJASK, TerraNova, Running Records, SRI, District Benchmark Testing, Access	29% of ELL students scored proficient on NJASK in Reading. 86% of ELL students scored proficient on NJASK in Math.
Economically Disadvantaged	NJASK, TerraNova, Running Records, SRI, District Benchmark Testing	45% of the Economically Disadvantaged students were proficient in NJASK in both Reading and Math. Basic Skills data shows that 10% of our students were exited from supplemental instruction.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? The school analyzed multiple assessment measures.

2. What process did the school use to collect and compile data for student subgroups? Disaggregated data from NJASK provided subgroup information.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?   Assessment data is state approved.

4. What did the data analysis reveal regarding classroom instruction? Strengths and weakness are evident in all classrooms.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Staff can benefit from additional professional development in targeted areas.

6. How does the school identify educationally at-risk students in a timely manner? Staff analyzes pre-assessment data and monitor student progress throughout the year.

7. How does the school provide effective interventions to educationally at-risk students? Push-in supplement instruction will be provided for grades 1-3 in the area of literacy. Pull-out supplement instruction will be provided for literacy in grades 4 & 5 and for math in all grade levels.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students? Push-in supplement instruction will be provided for grades 1-3 in the area of literacy. Pull-out supplement instruction will be provided for literacy in grades 4 & 5 and for math in all grade levels.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers participate in PLC and Grade Level meetings to analyze pertinent data.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Transition visits.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Through data analysis priority problems and root causes are established.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts Literacy	Closing the achievement gap - students with disabilities
Describe the priority problem using at least two data sources	50% of the total population is proficient on the NJASK.	33% of the Special Education population was proficient on the NJASK. This is a significant discrepancy compared to our total population.
Describe the root causes of the problem	• Population mobility, English as a Second Language, lack of adequate background experiences, need for parental involvement and instructional implementation • The special education population is generally reading at least 2 years below grade level as a result of their disability. . 24 of our special education students were taught at Johnstone School.	• Population mobility, English as a Second Language, lack of adequate background experiences, need for parental involvement and instructional implementation • The special education population is generally working at least 2 years below grade level as a result of their disability. 24 of our special education students were taught at Johnstone School.
Subgroups or populations addressed	All students	Students with Disabilities
Related content area missed (i.e., ELA, Mathematics)	Language Arts / Literacy	Language Arts
Name of scientifically research based intervention to address priority problems	Basic Skills, Reader's Workshop, Writer's Workshop, CLI Strategies, LEADS, Read 180, Success Maker	Basic Skills, Reader's Workshop, Writer's Workshop, CLI Strategies, LEADS, Read 180, Success Maker
How does the intervention align with the Common Core State Standards?	All of the programs are designed to align with the CCSS.	All of the programs are designed to align with the CCSS.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Mathematics	
Describe the priority problem using at least two data sources	Subgroups are below the Annual Progress Targets.	
Describe the root causes of the problem	• Population mobility, English as a Second Language, lack of adequate background experiences, need for parental involvement and instructional implementation • The special education population is generally working at least 2 years below grade level as a result of their disability. 24 of our special education students were taught at Johnstone School.	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	Basic Skills, Reader's Workshop, Writer's Workshop, CLI Strategies, LEADS, Read 180, Success Maker	
How does the intervention align with the Common Core State Standards?	All of the programs are designed to align with the CCSS.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
ELA	Students with Disabilities	LEADS, CLI Strategies, *Journeys Reading	Teachers, Supervisors, building administration	20% of basic skills students exited the RTI Program. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	See above
Math	Students with Disabilities	Everyday Math	Teachers, Supervisors, building administration	20% of basic skills students exited the RTI Program. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	See above
ELA	Homeless	Spotlight on English, *Journeys Reading	Teachers, Supervisors, building administration	100% of the homeless students scored partially proficient on the NJASK in both Reading and Math. 20% of basic skills students exited the RTI Program. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	Proven method for increasing student achievement" Research available at www.cliontheweb.com Research based program (3 studies) Nj.gov/education/profdev/pd
Math	Homeless	Everyday Math	Teachers, Supervisors,	100% of the homeless students scored partially proficient on the	Proven method for increasing student achievement" Research available at

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*
			building administration	NJASK in both Reading and Math. 20% of basic skills students exited the RTI Program. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	everydaymath@uchicago.edu
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	LEADS, CLI Strategies, *Journeys Reading	Teachers, Supervisors, building administration	29% of ELL students scored proficient on NJASK in Reading. 86% of ELL students scored proficient on NJASK in Math. 20% of basic skills students exited the RTI Program. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	Proven method for increasing student achievement" Research available at www.cliontheweb.com Research based program (3 studies) Nj.gov/education/profdev/pd
Math	ELLs	Everyday Math	Teachers, Supervisors, building administration	29% of ELL students scored proficient on NJASK in Reading. 86% of ELL students scored proficient on NJASK in Math. 20% of basic skills students exited the RTI Program. 89% of staff	Proven method for increasing student achievement" Research available at everydaymath@uchicago.edu

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school;</u>					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
				demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	
ELA	Economically Disadvantaged	LEADS, CLI Strategies, *Journeys Reading	Teachers, Supervisors, building administration	45% were proficient in NJASK Reading and 45% in Math. 20% of basic skills students exited the RTI Program. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	Proven method for increasing student achievement" Research available at www.cliontheweb.com Research based program (3 studies) Nj.gov/education/profdev/pd
Math	Economically Disadvantaged	Everyday Math	Teachers, Supervisors, building administration	45% were proficient in NJASK Reading and 45% in Math. 20% of basic skills students exited the RTI Program. 89% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	Proven method for increasing student achievement" Research available at everydaymath@uchicago.edu
ELA					
Math					

***Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended Day and Extended Year interventions were not available due to budget constraints.			
Math	Students with Disabilities	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELA	Homeless	Extended Day and Extended Year interventions were not available due to budget constraints.			
Math	Homeless	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Extended Day and Extended Year interventions were			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		not available due to budget constraints.			
Math	ELLs	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELA	Economically Disadvantaged	Extended Day and Extended Year interventions were not available due to budget constraints.			
Math	Economically Disadvantaged	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
Math	Students with Disabilities	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
ELA	Homeless	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
Math	Homeless	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
Math	ELLs	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
Math	Economically Disadvantaged	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
ELA					
Math					

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The staff and administration is responsible for evaluating the school wide program.

2. What barriers or challenges does the school anticipate during the implementation process? Opportunities for professional development, collaboration and scheduling constraints are anticipated barriers.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Stakeholders will participate in meetings and collaboration.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Teacher feedback, informal conversations and surveys will gauge staff perception.

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Informal conversations and surveys will gauge community perceptions.

6. How will the school structure interventions? Push-in supplemental instruction will be provided for grades 1-3 in the area of literacy. Pull-out supplemental instruction will be provided for literacy in grades 4 and 5 for and for math in all grade levels.

7. How frequently will students receive instructional interventions? Students will receive services 3-5 days per week.

8. What resources/technologies will the school use to support the schoolwide program? The school utilizes SMART Boards, chrome books, iPads, Apple TV and aa multitude of programs to support the schoolwide program.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? NJASK/PARCC scores, report card grades, end of the year benchmark assessments, TerraNova scores all will be used to measure the effectiveness of the interventions.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Information will be disseminated at faculty meetings, grade level meetings, Back-to-School Night and PTA meetings.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 92% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. 33% of the BD students scored proficient the NJASK in both Reading and Math. 10% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Many years of research indicates that parents are key to student success at the elementary level. Research supporting a variety of parent involvement programs can be accessed at http://www.eric.ed.gov/. When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. (Caplan, 2000). According to research completed by the Michigan Dept of Ed, lack of PI is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup, and Elam, 1997) Research data located on the National PTA website. www.pta.org and www.njpta.org
Math	Students with Disabilities	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 92% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. 33% of the BD students scored proficient the NJASK in both Reading and Math. 10% of basic skills	Many years of research indicates that parents are key to student success at the elementary level. Research supporting a variety of parent involvement programs can be accessed at http://www.eric.ed.gov/. When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	(Caplan, 2000). According to research completed by the Michigan Dept of Ed, lack of PI is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup, and Elam, 1997) Research data located on the National PTA website. www.pta.org and www.njpta.org
ELA	Homeless	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 92% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. 100% of the homeless students scored partially proficient on the NJASK in both Reading and Math. 10% of basic skills students exited the RTI Program. Family night events for 2014-2015 Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night.	Many years of research indicates that parents are key to student success at the elementary level. Research supporting a variety of parent involvement programs can be accessed at http://www.eric.ed.gov/. When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. (Caplan, 2000). According to research completed by the Michigan Dept of Ed, lack of PI is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup, and Elam, 1997) Research data located on the National PTA website. www.pta.org and www.njpta.org
Math	Homeless	Creating a collaborative partnership and providing practical research based practices to equip parents	Administration, Teachers	Parent surveys indicate 92% of respondents are comfortable speaking with their child's teacher and feel welcomed in	Many years of research indicates that parents are key to student success at the elementary level. Research supporting a variety of parent involvement programs can be accessed at

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		with strategies to help their children succeed.		the school. 100% of the homeless students scored partially proficient on the NJASK in both Reading and Math. 10% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	http://www.eric.ed.gov/. When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. (Caplan, 2000). According to research completed by the Michigan Dept of Ed, lack of PI is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup, and Elam, 1997) Research data located on the National PTA website. www.pta.org and www.njpta.org
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 92% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. 45% were proficient in NJASK Reading and 45% in Math 10% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family	Many years of research indicates that parents are key to student success at the elementary level. Research supporting a variety of parent involvement programs can be accessed at http://www.eric.ed.gov/. When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. (Caplan, 2000). According to research completed by the Michigan Dept of Ed, lack of PI is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup, and Elam, 1997) Research data located on the National PTA

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				Series: Building Relationships, Technology Night	website. www.pta.org and www.njpta.org
Math	ELLs	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 92% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. 45% were proficient in NJASK Reading and 45% in Math. 10% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Many years of research indicates that parents are key to student success at the elementary level. Research supporting a variety of parent involvement programs can be accessed at http://www.eric.ed.gov/. When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. (Caplan, 2000). According to research completed by the Michigan Dept of Ed, lack of PI is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup, and Elam, 1997) Research data located on the National PTA website. www.pta.org and www.njpta.org
ELA	Economically Disadvantaged	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 92% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. 45% of the Economically Disadvantaged students were proficient in NJASK in both Reading and Math. 10% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Family Reading	Many years of research indicates that parents are key to student success at the elementary level. Research supporting a variety of parent involvement programs can be accessed at http://www.eric.ed.gov/. When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. (Caplan, 2000). According to research completed by the Michigan Dept of Ed, lack of PI is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup, and Elam, 1997)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Research data located on the National PTA website. www.pta.org and www.njpta.org
Math	Economically Disadvantaged	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 92% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. 45% of the Economically Disadvantaged students were proficient in NJASK in both Reading and Math. 10% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Family Reading Night, Achievement Night, PARCC Information, Math/Literacy Night, Family Series: Building Relationships, Technology Night	Many years of research indicates that parents are key to student success at the elementary level. Research supporting a variety of parent involvement programs can be accessed at http://www.eric.ed.gov/. When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. (Caplan, 2000). According to research completed by the Michigan Dept of Ed, lack of PI is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup, and Elam, 1997) Research data located on the National PTA website. www.pta.org and www.njpta.org
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The school will engage the parents through various events focusing on areas in need. Frequent communication will help address the priority problem.

2. How will the school engage parents in the development of the written parent involvement policy? The school will work together with the parent organization to develop the policy.

3. How will the school distribute its written parent involvement policy? The policy will be sent to parents and will appear on the website.

4. How will the school engage parents in the development of the school-parent compact? The school will work together with the parent organization to develop the compact.

5. How will the school ensure that parents receive and review the school-parent compact? Parents will be provided the compact in the beginning of the school year. It will be posted on the school's website and available in the school office.

6. How will the school report its student achievement data to families and the community? Data will be reported through the school website, parent meetings and newsletter.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? The school will notify parents by letter and on the school's website.

8. How will the school inform families and the community of the school's disaggregated assessment results? Results will be shared at a District Board Meeting.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Parents are invited to participate in the plan's development.

10. How will the school inform families about the academic achievement of their child/children? The school will provide families with progress reports and report cards. Test scores are sent home to all parents. Parent conferences are scheduled twice a year. The school provides each child with an agenda and school-to-home notes to facilitate communication between the classroom teacher and families.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? We will utilize funds to increase parental participation, as well as, enhance parental knowledge I the areas of literacy and math.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	District Managed
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	District Managed
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible